

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	52	Elementary schools (includes K-8)
	15	Middle/Junior high schools
	15	High schools
	0	K-12 schools
	82	TOTAL

2. District Per Pupil Expenditure: 13806

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 12 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	20	20	40	6			0
K	29	25	54	7			0
1	18	33	51	8			0
2	20	30	50	9			0
3	37	27	64	10			0
4	27	34	61	11			0
5	31	20	51	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							371

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 99 % Black or African American
 0 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 1 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 25 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	54
(3)	Total of all transferred students [sum of rows (1) and (2)].	92
(4)	Total number of students in the school as of October 1.	371
(5)	Total transferred students in row (3) divided by total students in row (4).	0.248
(6)	Amount in row (5) multiplied by 100.	24.798

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 355

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>39</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	92%	95%	94%	95%	95%
Daily teacher attendance	95%	93%	95%	92%	92%
Teacher turnover rate	10%	21%	22%	16%	15%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Absenteeism is not a serious problem on our campus. Our students generally miss class only when ill or to attend doctor's or dentist's appointments. The majority of student absenteeism in the 08-09 school year is due to a large number of our students who attend our school via the School Choice Program. They must use transportation that requires a bus transfer, so the students must be at the bus stop before sunrise. Another contributing factor is the influx of homeless students as an after effect of Hurricane Katrina.

Teacher turnover rates are not significantly high. We must compete with neighboring Districts who offer higher salaries. We also lose teachers due to retirement and family related issues. Our school is located on the far northern end of our District, so the teachers must travel an average of thirty minutes each way to reach our school. Some teachers opt for jobs that allow less travel time.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Ryan Elementary's motto is, "Every Child, Every Day, Whatever it Takes". This is not only a motto; it is a reflection of the mission and vision of Ryan Elementary.

Ryan was built in the late 1960's and it was originally meant to service the somewhat rural population of North Baton Rouge. As the years have changed so has the population of the school and its surrounding environment. Ryan now services an at risk population that resides mainly in government assisted housing. The area is now classified as urban.

The academic vision for the school is the cornerstone of the entire program. The core is the Louisiana Comprehensive Curriculum that is used throughout the state. By carefully structuring the academic day, classroom teachers meet as a grade level to collaborate, design instruction, analyze data, evaluate student work, etc. Ancillary teachers also meet to integrate the various content areas. In the beginning of reform, Ryan was a traditional like so many other schools. Then we transformed to Professional Learning Communities. "We focus on learning rather than teaching, work collaboratively, and hold ourselves accountable for results." Assessment for learning is the catalyst for school improvement.

Approximately, 10 years ago, Ryan had a 17% passing rate on the LEAP (Louisiana Educational Assessment Program) state mandated test in the English/ Language Arts curriculum. Results from the latest round of testing administered in the Spring of 09, Ryan had a 96% percent passing of the LEAP test in English/ Language Arts. Our school performance score has also risen dramatically. The school performance score consists of three parts. These parts are the LEAP scores, the iLEAP scores as well as average daily attendance.

During the 2004-2005 school year, Ryan earned a school performance score of 74. This score placed Ryan in the category of the One Star performing schools. Our most recent school performance score is 96. This places Ryan in the category of the Two Star performing schools. We are now on the cusp of being rated as a Three Star performing school, falling only 4 points short of the 100 points needed.

Ryan's biggest strengths are its faculty and staff, and a strong educational leader who has the courage to remove barriers to achieve success thus creating a culture of excellence. Staff at Ryan Elementary has the skills and commitment to respond to students' needs in a timely, systematic and directive environment. Everyone who has the privilege to work at Ryan does so with the firm belief that all children are capable of learning, no matter how dire their economic status may be. The commitment of time, energy and an overwhelming belief that we can do what other schools say is impossible, drives the Ryan family to aspire to higher test scores and more successful students in their future academic endeavors.

What makes Ryan truly a remarkable and award worthy is that we are a 90/90/90 school. This means our student population consists of 90 percent or more minority population. This also means that over 90 percent of our students qualify for free/reduced lunch. Finally, this also means that over 90 percent of our Fourth graders pass the state mandated (LEAP) proficiency test. This feat is astonishing considering our students are outperforming the majority of their peers who do not come from low socioeconomic surroundings.

Through a combined effort on the part of the principal, faculty, students and parents, Ryan Elementary has increased student achievement while meeting other essential needs of our students. Ryan is truly deserving of this honor. We have shown continuous growth even though we are a school that does not have a limited admissions requirement like Magnet or other schools with special academic programs. We service the students that live in our attendance zone and cannot restrict admissions due to grade point average or conduct requirements. To put it quite simply, we take the students we have and teach them where they are using a unified language and a belief that our students can and will overcome the challenges of their residential surroundings.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

All third, fourth and fifth graders in the state of Louisiana are required to take criterion-referenced test to ensure accountability throughout the student's academic career. The LEAP is a criterion-referenced testing program that is directly aligned with the state content standards. The LEAP measures how well all students in grade four have mastered the state content standards. The iLEAP measures how well all students in grades three and five have mastered the state content standards. Test results are reported in terms of mastery relative to achievement levels.

The achievement results are broken down into five categories: Advanced, Mastery, Basic, Approaching Basic and Unsatisfactory. Students are considered to be proficient in a subject if they score a Basic or higher

Ryan Elementary School has achieved tremendous growth in English/Language Arts throughout the past five years. Our combined growth in Math throughout these three grades has averaged a 22 percent growth in the Basic through Advanced Achievement levels. Our combined growth in English/Language Arts throughout these three grades has averaged 46 percent growth in the Basic through Advanced Achievement levels. The biggest single growth trend occurred at the fourth grade level. In the past five years in English/Language Arts instruction our proficiency percentage has jumped from 33 percent to 96 percent. This is a growth of 63 percent in 5 years.

We attribute this growth to several factors. The State accountability system requires the passing of the Louisiana Education Assessment Program (LEAP) test at the mastery level to be promoted to grade five. This motivates the students to take the test very seriously. Another contributing factor is the spiraling of skills that begin in the early childhood grades and continues until the fifth grade. The spiraling curriculum allows the teacher to revisit prior knowledge and build upon that knowledge for a deeper understanding of the content being taught. Differentiated Instruction using data disaggregation has also contributed to the significant growth over the years. The strategy provided specific instruction targeted to identify skill deficits for individual students.

Although we focus on English Language Arts, Ryan has shown significant growth in Mathematics as well. On average our third, fourth and fifth graders have raised their test scores by thirty percent in five years. Our biggest growth has been at the fourth grade level. The fourth grade test scores have risen from 32 percent proficient and advanced to 78 percent. This is a net growth of 46 percent in five years.

Although our Mathematics score are not yet on par with our Reading scores, all three grades are performing at least 70 percent proficient. We have shown steady and significant growth and are implementing new instructional strategies involving Mathematical skills acquisition to further increase our test scores.

Our test scores show the same trends with our subgroup of Socio-economically disadvantaged students who receive reduced or free meals. Our current percentage of these students is 96 for the current school year and is representational of our population through the past five years. Our reading scores across third through fifth grades have gone up an average of 47 percent proficient and advanced in the past five years.

The fourth grade students grew an average of 64 percent proficiency throughout the five year time period attained the biggest growth.

This same subgroup has attained a 31% percent proficient growth throughout the five-year reporting period of our third, fourth and fifth grade students. The biggest growth was once again achieved by fourth grade that achieved a 47 percent growth though the five-year reporting period.

Ryan Elementary has out performed the State and District average on all State Mandated Criterion referenced tests for the past four years. We attribute most of our exceptional growth to Principal who is committed to providing her faculty and staff with the tools necessary to teach effectively. The Faculty and Staff are also held accountable as stakeholders in test performance. These factors and many others has made our school a Model School for the State of Louisiana and we hope to be known as Model School for the Blue Ribbon Schools Program.

Verification of the above mentioned test results may be found by visiting the Louisiana Department of Education Accountability website at <http://www.doe.state.la.us/lde/portals/accountability.html>.

2. Using Assessment Results:

Using data to drive and differentiate instruction is a very important factor in Ryan's success over the past five years. Our teachers use the data from Edusoft© Benchmark assessments that provide information them which grade level expectation skills are and are not being met with the current instructional practices. This affords the teacher the opportunity to remediate or accelerate the students to meet their instructional needs.

Data is also attained from school developed aligned practice tests to chart their progress towards the attainment of skills needed to pass the state mandated assessment tests.

Data from these tests are posted on a data board in the teacher's work area to show the progress towards skills attainment. Data from benchmark aligned unit assessments are also posted by grade level so that all faculty members are aware of the progress of all of our students.

Classrooms also have data boards that show the status of each student's progress towards attaining essential skills necessary to pass the state mandated tests. The student's names are not on the board, they are assigned numbers so that there is privacy among results. These boards can be changed to reflect the current status of each student.

Each classroom teacher is required to keep a data binder that has reports on each benchmark-aligned assessment given to date. These reports consist of three reports for each assessment. The first report shows a class list which gives an overall performance level of each student on that particular test. The second report shows the performance band attainment of that particular assessment. The last report shows an item analysis of the test and shows which particular question, which is aligned to a particular grade level expectation, may need remediation or acceleration.

Students are also provided with a personal data binder so that he or she is aware of their standing on each test as well as where they stand on practice tests.

3. Communicating Assessment Results:

Ryan Elementary has always had an open door policy when it comes to informing our stakeholders. We encourage parents and community partners to visit and participate in their children's educational experience. Our student performance is made available to the public via the State of Louisiana Department of Education website as well as updates on links to this site on our school website. This information is also made public via newspaper articles and press releases.

Our parents are informed of their students' current standing at open house, parent meetings, newsletter, educational activities, parent conferences as well as phone calls when necessary. However, the most effective form of communication is word of mouth. It is widely known among the community that our school is held in high regard for its ability to teach effectively regardless of where we find our students academically or economic background. Parents visit us from across the parish because interested in having their child attend our school via the choice component of school selection.

We are a choice school and during the 07-08 school year we received 90 choice students to our school. This speaks of the parent's ability to shop around and find the school that will best educate their children. Several parents have contacted our school after visiting the website www.schooldigger.com that gives Ryan Elementary a four star rating. According to the website rating for the 07-08 school year, we were ranked 86th of the 730 Elementary School in the state of Louisiana.

Parents are also notified of their child's performance on Benchmark aligned Practice Tests by letter. The parents are given a letter explaining their child's current score and what is necessary to their child to be considered proficient at his or her grade level.

4. Sharing Success:

Our school has been recognized as a model school for the state. We are open to sharing our strategies with other schools that may benefit from the sharing of knowledge. We have received visitors from numerous districts across the state and we accommodate them graciously and share our best practices with them.

We have also hosted professors from local universities who use our school as a model for implementing programs that work with at risk students. We have also received Superintendents from neighboring districts that have similar student populations and obstacles to overcome.

All members of our faculty and staff are aware of our responsibility to share our knowledge with our fellow colleagues. This responsibility is a considered a privilege, as we are proud of accomplishing the monumental task of educating those students who are not expected to be successful students.

To put it simply, we have done what others say cannot be done. Our students have overcome the circumstances of their environment and economic situation and are gaining a world-class education despite the research documenting apparent obstacles that would prevent our students from achieving academic success.

In addition to the aforementioned, Ryan has been given the opportunity to share successful practices at the area assistant superintendent meeting. This meeting allowed us to outline our best practices and strategies to improve academic outcomes for challenging students.

We will continue to give attention and action to all stakeholders to include students, teachers, parents, community, etc. For example, we will add a more "nuts and bolts" strategy to help students sustain academic progress thus keeping in place the same support structures and resources that initially helped to increase performances. Parents have and will continue to be encouraged to join the PTA. Solicitation of additional partnerships with businesses and other local agencies is an ongoing practice that will continue. As a principal, I will continue to retool my craft and build capacity within the school as well as develop a better succession plan. We will stay the course and engage in self-evaluation and make small adjustments to things that are already working.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ryan Elementary features a curriculum that is rigorous, challenging, high order and practical in many different ways. It is aligned with the state's standards designed to prepare our students to successfully compete in this global marketplace. A variety of research-based instructional strategies are used effectively to meet the individual needs of our diverse student population and get students to think. This cognitive engagement include high order thinking and questioning, technology integration, cross-curricular integration, multi grouping activities, hands on and project based learning. It is designed to actively engage all students and address diverse learning style supported by hands-on materials. The curriculum also permits students to build on prior knowledge and relate to real life experiences.

Field trips to planetariums, museums, historical sites and related field based experiences provide the students at Ryan Elementary with real world connections. Technology is and will continue to be integrated daily to reinforce, remediate and challenge learning in all areas. Students have access to classroom computers, computer laboratory, digital cameras, Active boards, etc. to create products such as power point presentations.

English and Language Arts is the primary focus of instruction at Ryan Elementary. The importance of reading skills filters into all aspects our school. Reading and Writing are considered to be the bedrock of all other core content areas.

Our **Literacy** instruction is deeply integrated with the writing process and is introduced as early as Kindergarten. Our students are encouraged to express themselves through written and spoken word. This early emphasis on English Language Arts ensures future academic success in later years. Teacher modeling is imperative and is needed to provide systematic, purposeful and direct instruction.

We are refocusing our attention to **Mathematics** instruction. We are utilizing the same research based approach to teaching Math as we do English/Language Arts. We believe that students can and will make sense of math in a risk free environment with support. Our approach to best math practices begins with whole class discussions and discourse using visual models to solve real life problems.

Our daily math instruction includes small group instruction with students justifying their responses by using logical reasoning, incorporating manipulatives and non linguistic representations. We also incorporate math literature and vocabulary as part of our lesson format with Marzano's categories of instructional strategies. We rigorously focus on developing a strong number sense as well as computational fluency. Automaticity in both of these concepts allows the learner to problem solve and communicate with fellow students the differing ways one may solve a certain problem.

Science instruction focuses on project based learning and science kits incorporating hypothesis testing. The students are engaged in hands-on experiments and journal their findings. The students predict outcomes and test their theories. Students hypothesize, observe, investigate, justify and draw conclusions, write and apply as well as connect what they have learned to their own lives.

In **Social Studies**, students study geography concepts, civics, history and economics. Through a variety of field trips, community experts, school clubs and project based learning activities, student gain knowledge beyond the set curriculum. There are also a variety of content materials such as non fictional literature that are integrated in this content subject.

Health and P.E. instruction is aligned with the state curriculum and is integrated with all content areas. We participate in district and state Fitness Meet competitions, Jump Rope for Heart, Health and Nutrition Classes through Louisiana State University, Smart Bodies, etc. Ryan also has a Dramatic Arts club that stays two days a week after school to practice for upcoming productions. We incorporate Readers Theatre across the curriculum to reinforce concepts and to foster creativity. Ryan's choir performs at school gatherings and other away from school functions. This choir is comprised of students who were chosen because of their outstanding talent in weekly Music Instruction. Music and Creative Arts are one of the ways we develop the entire child academically, socially and emotionally.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

It was important that Ryan's instructional framework have a common language. Since many of our faculty members believe "learning is social" and "interactions must occur between humans", conversations have become an integral part of our school's culture. This effort led to collaborative learning which includes literature circles, Readers Theatre, Partner Reading, Reciprocal Teaching, Peer-Response groups, etc. Ryan Elementary has modified the works of several research-based practices to best suit the needs of our learners. These practices all concur that all students can read, write and construct meaning if given instructionally sound opportunities. The four principles most commonly focused are shared reading and writing, guided reading and writing, independent reading and writing and writer's workshop.

These principles ensure a spiraling of skills and strategies to immerse our students in reading and writing to overcome their limited vocabulary and language development. By building vocabulary and language skills this also builds a student's schema, which is necessary for comprehending or understanding the message being read.

Our teachers utilize strategies that we consider an "Optimal Learning Model". This model consists of teacher modeling, demonstrating, explaining and negotiating with students. The students in turn collaborate, respond and participate with teacher support. Later on in small groups the students are given the opportunity to practice apply learning, and make approximations in appropriate homogeneous small group setting. Independent reading and writing practice allows the teacher to affirm, assist as needed, and evaluate the students' work. The student initiates problem solving, self-monitors and can self-evaluate.

Assessments along with the disaggregating of data, determines the next series of skills the students need to learn to become an effective readers and writers. These assessments afford the teacher the opportunity to revise the homogenous learning groups currently in place and to regroup and revisit skills with these groups.

The test scores consistently reflect the importance of good early reading and writing instruction and our unique approach to early literacy is the key for future success in upper grades.

3. Additional Curriculum Area:

Technology is a vital component of Ryan Elementary curriculum. Our students are instructed using computers to reinforce and expand the grade level expectations being taught. Our teachers are fortunate enough to have overhead LCD projectors connected to teacher workstations to present online resources to supplement traditional teaching methods to engage all students.

Our teachers utilize document cameras as well as Promethean© Boards to enhance and further instruct our students in the 21st Century environment that they have been born into and will eventually participate in this global workplace. Each classroom has at least five computers connected to a network that has internet accessibility via a T3 connection. Our school was recently outfitted with wireless internet ports that can be utilized by laptops across the campus.

Student made technology projects using PowerPoint®, Kidspiration®, and Inspiration® to further the students ability to become fluent in the ever changing technologically challenging world in which we live. The children also have access to skills acquisition software to further reinforce automaticity with basic math skills. Our teachers constantly explore continuous evolving web-based educational sites to make teaching and learning current and exciting relative to new technologies. This also allows the student to use different software interfaces, which is important for future success in academics as well as their future professional endeavors.

Our teachers also use technology to help chart the progress of our students by running reports that help focus on student's strengths and weaknesses on cumulative benchmark aligned assessments on units that have been taught. Technology allows the teachers the ability to revisit, review and adjust teaching strategies to meet the ever-changing needs of the learner.

Although technology cannot replace best teaching practices, we believe that technology is a tool to enhance and accelerate student learning in all subject areas. The world is becoming more dependent upon technology as each day goes by, and we hope to close the digital divide and prepare our students to be functional in this technology rich world and workplace.

4. Instructional Methods:

Differentiated Instruction is driven by data disaggregation. This has been the major factor that has allowed Ryan Elementary to show consistent academic growth throughout the years. Data differentiated instruction has been implemented at Ryan Elementary with fidelity and this strategy has been embraced and implemented with intensity.

Our teachers use assessment results to group students as well as to diagnose learning difficulties in all subject areas. If a particular student shows an aptitude in a certain area, he or she is mainstreamed to a higher-grade classroom for instruction at their level. Conversely, if a student shows a deficit in a certain area, he or she is mainstreamed to a lower grade classroom for appropriate instruction.

By ability grouping students, the teacher has the ability to remediate or accelerate the group to meet the instructional needs of that particular group. These groupings are not static and can change as necessary to meet the needs of the learners in these groups. Therefore, teachers instruct based upon the needs of students rather than just content.

If a student shows a major deficit in more than one area of instruction, he or she is referred to a School Level Building Committee meeting or SBLC. This meeting determines the recommendations of teachers and administrators to begin procedures for evaluating the student for additional services to better meet their instructional needs.

Although our student population is not culturally diverse, the instructional needs of our students are. We also try everyday to fulfill the school's motto, "Every Child, Every Day, Whatever it takes ". We also try keep in mind when making decisions regarding our student's instructional plan, "Is this what is best for this child?" We truly believe that in order to be an effective school we must differentiate instruction by asking ourselves, how to we respond to students who have mastered the targeted objectives? How do we respond to students who have not mastered the targeted objectives and how do we intervene.

5. Professional Development:

Ryan Elementary has developed a Professional Learning Community (PLC) that focuses on job embedded as well as monthly and staff meetings via both vertical and horizontal articulation. In these PLC meetings, all levels of the staff and interested people pooled their resources to accelerate the growth of the school.

Once a month the teachers are provided with half-day seminars that focus on meeting the continued education of our teachers. These meetings generally focus on Reading and Literacy issues that occur in each individual class and grade level. Teachers review their data from their latest assessments and plan interventions to meet the needs of their current classroom and student population.

This half-day seminar also allows the teachers to discuss and review methods that do work and which areas they may need assistance with. This promotes cooperation among colleagues as well as to share a body of knowledge learned by experience. It also provides the teachers the opportunity to collectively share ideas and build relationships among different grade levels and subject areas. The school's peer coaches facilitate many of these sessions.

During this time our teachers also redeliver information from seminars or workshops. This allows our teachers to share their visions and values of continued learning. This also provides our teachers with the shared responsibility of keeping current with the latest trends and sharing this knowledge with their colleagues.

Teachers also meet once a month to cover topics assigned by our District. These topics are chosen by the District and redelivered by the Administration and Faculty of our school. This is also a time to reflect upon the issues facing our District and our school's role in improving the overall performance of the District as well as the State. This time also provides the faculty with the opportunity to share their ideas by brainstorming and expanding upon these topics.

In addition Ryan Elementary School incorporates:

Ongoing critical inquiry

Teacher Retreats/In-Service Projects

Faculty study groups

Teacher mentors

Affiliations with local universities

Professional affiliation

Action research projects

Professional libraries

6. School Leadership:

The job of an educational leader is not easy in any school, however the role of the principal in an underachieving school is more demanding and critical than most. Ryan Elementary has a courageous principal who can accelerate student and adult learning thus "building adults who can endure greatness" by fostering success in others. At Ryan, our leaders can think outside the box, hold people accountable while providing encouragement, and move all stakeholders towards a common goal.

Within the complexity of underachieving schools, we have several leadership structures to help move the school towards its vision and mission. Ryan has a School Improvement Team (SIT), Positive Behavior Incentive System Team (PBIS), and Collaborative Teams/Grade Level Teams. These teams are comprised of teachers, support staff, community representatives, parents, Reading Coach, and a Data Specialist. Their primary function is to assist the principal with decisions to improve the overall learning environment and the

allocation of resources to fulfill the mission and vision of the school. For example, two interventionists have been hired part time through the use of Title I Funding to help close the performance gap in literacy achievement for Kindergarten students from low socioeconomically backgrounds. Therefore, the principal serves as a facilitator and share decision-maker that guide the daily interactions of adults and student.

As a result of daily walkthroughs (a data collection process), the principal constantly provides feedback to the aforementioned teams to guide formative instructional decisions. As a result of these decisions, an action plan is developed to address the identified deficit areas on the various grade levels or systematic relative to school-wide instructional interventions. Instructional practices, time on task and content are modified when appropriate. Supervision is frequent, focused and rigorous.

The teams along with the principal constantly monitor the District's initiatives and intervention strategies ensure the fidelity of implementation. Notwithstanding visits from the District, Ryan's leadership team evaluates the unit assessments to remediate or accelerate the learning process based upon individual student performances.

Ryan's philosophy is to provide continuous coaching, mentoring and professional encouragement for all new and veteran teachers. Further, it is the leadership personal and professional mission to create educational leaders not only for Ryan's continued success, but also East Baton Rouge Public School System.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: Spring 06,07,08,09

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	73	77	65	49	
% Advanced	10	20	5	5	
Number of students tested	63	49	42	66	
Percent of total students tested	100	100	100	94	
Number of students alternatively assessed	2	7	2	11	
Percent of students alternatively assessed	2	14	4	15	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	75	73	65	49	
% Advanced	3	2	5	5	
Number of students tested	63	44	42	66	
2. African American Students					
% Proficient plus % Advanced	75	73	66	48	
% Advanced	3	2	5	5	
Number of students tested	62	46	41	63	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				27	
% Advanced				0	
Number of students tested				11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

We are unable to provide Criterion-Reference test scores for the 04-05 School Year. Our students were administered the IOWA Basic Skills tests which is graded using a Norm-Curved Equivalent test scores.

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: Spring 06,07,08,09

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	75	75	65	53	
% Advanced	3	12	5	2	
Number of students tested	63	49	42	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	2	2	
Percent of students alternatively assessed	0	1	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	75	80	74	51	
% Advanced	3	14	5	2	
Number of students tested	63	47	42	66	
2. African American Students					
% Proficient plus % Advanced	74	80	76	51	
% Advanced	3	14	5	2	
Number of students tested	62	44	41	66	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				36	
% Advanced				0	
Number of students tested				11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

We are unable to provide Criterion-Reference test scores for the 04-05 School Year. Our students were administered the IOWA Basic Skills tests which is graded using a Norm-Curved Equivalent test scores.

Subject: Mathematics

Grade: 4

Test: LEAP

Edition/Publication Year: Spring 05,06,07,08,09 Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	78	87	64	76	32
% Advanced	4	15	0	6	0
Number of students tested	50	68	55	65	53
Percent of total students tested	100	100	100	92	100
Number of students alternatively assessed	1	3	6	13	5
Percent of students alternatively assessed	2	4	11	20	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	86	63	75	30
% Advanced	4	15	0	6	0
Number of students tested	50	65	54	62	53
2. African American Students					
% Proficient plus % Advanced	77	87	53	75	30
% Advanced	4	16	0	6	0
Number of students tested	49	64	52	62	53
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				23	
% Advanced				0	
Number of students tested				13	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: LEAP

Edition/Publication Year: Spring 05,06,07,08,09 Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	81	78	79	33
% Advanced	8	10	0	0	0
Number of students tested	50	68	55	65	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	6	13	5
Percent of students alternatively assessed	2	0	11	20	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	83	78	79	31
% Advanced	8	11	0	0	0
Number of students tested	50	63	54	62	53
2. African American Students					
% Proficient plus % Advanced	96	83	77	79	32
% Advanced	8	11	0	0	0
Number of students tested	49	63	51	62	53
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				31	
% Advanced				0	
Number of students tested				13	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: ILeap

Edition/Publication Year: Spring 06,07,08,09

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	76	54	63	56	
% Advanced	11	2	4	4	
Number of students tested	63	53	55	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	1	2	
Percent of students alternatively assessed	1	1	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	75	50	63	54	
% Advanced	12	0	4	4	
Number of students tested	63	50	54	54	
2. African American Students					
% Proficient plus % Advanced	76	56	63	54	
% Advanced	11	2	4	4	
Number of students tested	63	52	55	54	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

We are unable to provide Criterion-Reference test scores for the 04-05 School Year. Our students were administered the IOWA Basic Skills tests which is graded using a Norm-Curved Equivalent test scores.

Subject: Reading

Grade: 5

Test: iLEAP

Edition/Publication Year: Spring 06,07,08,09

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	84	58	63	30	
% Advanced	0	0	0	0	
Number of students tested	63	53	55	56	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	6	10	
Percent of students alternatively assessed	2	2	11	17	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	58	65	31	
% Advanced	0	0	0	0	
Number of students tested	63	50	54	54	
2. African American Students					
% Proficient plus % Advanced	84	59	63	29	
% Advanced	0	0	0	0	
Number of students tested	63	52	55	54	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

We are unable to provide Criterion-Reference test scores for the 04-05 School Year. Our students were administered the IOWA Basic Skills tests which is graded using a Norm-Curved Equivalent test scores.